
California English Language Development Test (CELDT)



2012–13 CELDT Information Guide

- Program Assistance for School District and School Staff
- Reporting Results

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Introduction

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

The California English Language Development Test (CELDT) is the state's designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to students who have been identified previously as English learners.

The *2012–13 CELDT Information Guide* is designed to provide local educational agencies (LEAs) and schools with the information they need to: (1) prepare teachers to interpret and use their students' CELDT results, (2) understand the initial identification and reclassification processes, (3) communicate CELDT results to parents and guardians, and (4) provide information about assessing English learners with disabilities. This guide also provides information for personnel in LEAs responsible for reporting summary results to the media and the public.

Additional CELDT resources, along with contact information, are available through links provided on the California Department of Education (CDE) CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>. A listing of contact information by topic is available on the CDE CELDT and English Learners Contact Information Web page at <http://www.cde.ca.gov/ta/tg/el/celdtelcontactinfo.asp>.

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Section 1

Program Assistance for School District and School Staff

What's New in 2012–13

Program Overview

**CELDT Domains and Test
Components**

**Initial Identification of
English Learners**

**Decision Guide for
Placement of English Learners**

**Assessing Students
with Disabilities**

Guidelines for Reclassification

What's New in 2012–13

Newly Named ELPA Office Includes CELDT Testing

The CELDT Office has a new name and an expanded role in the development of state assessments for English learners. In the reorganization of the CDE, as of October 1, 2011, the CELDT Office became the English Language Proficiency Assessments (ELPA) Office. Now, in addition to the administration and reporting of the CELDT, the ELPA Office staff is assisting in the state's transition to the next generation assessment system and the development of new English language development (ELD) standards, which are to be aligned to California's Common Core Content Standards for English–Language Arts.

For information about the CELDT and ELPA, contact the ELPA Office by phone at 916-319-0784 or by e-mail at celdt@cde.ca.gov. The CELDT Web page is available at <http://www.cde.ca.gov/ta/tg/el/>.

Transitional Kindergarten

All students enrolled in the LEA in a transitional kindergarten (TK) program, whose primary language is other than English as determined by a home language survey, must be administered the CELDT within 30 days of enrollment or 60 days prior to instruction, but not before July 1, per CELDT *California Code of Regulations (CCR)*, Title 5, Section 11511. This requirement includes new arrivals entering a transitional or regular kindergarten program. In 2010, state lawmakers passed a new law to phase in an earlier cutoff age for kindergartners over a three year period, starting in the 2012–13 school year. (See California *Education Code [EC]* Section 48000.) This new law would require incoming kindergartners to be five years of age on or before November 1 in 2012–13, October 1 in 2013–14, and September 1 in 2014–15 and each school year thereafter. LEAs that incorporate a TK into their school programs for students affected by the cutoff must meet the CELDT requirement for this program. The latest information about TK is available on the CDE Web site under Curriculum and Instruction at <http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>.

K–1 Comparison Study Posted in January 2012

A Comparison Study of Kindergarten and Grade One English-Fluent Students and English Learners on the 2010–11 Edition of the CELDT was posted in January 2012 on the CDE Web site at <http://www.cde.ca.gov/be/pn/im/infomodec2011.asp>. Results of this study point to the need to separate the kindergarten CELDT from grade one; however, the CELDT in kindergarten and grade one (K–1) will continue as a combined test through 2014–15. The new development of test questions and field testing are needed before the separation can occur.

New Laws in 2012

English Language Development Standards

Assembly Bill 124, signed into law in October 2011, requires the State Superintendent of Public Instruction (SSPI) to convene a group of experts in English language instruction, curriculum, and assessment to assist in updating, revising, and aligning the state's English language development (ELD) standards. The 1999 ELD Standards were used to develop the test blueprints for the current CELDT. The SSPI is further required to submit the updated ELD standards to the State Board of Education (SBE) by August 31, 2012. The SBE then must adopt, reject, or revise the presented ELD standards on or before September 30, 2012. If there are modifications, then the SBE will adopt the revised standards no later than November 15, 2012. (See *EC* Section 60811.3.)

There were no funds allocated for 2012–13 to begin to align the CELDT to the new ELD Standards once approved. The CDE is working with the CELDT contractor to address the necessary changes should funding be available in 2013–14, including:

- Analyze the CELDT item bank for alignment to the new ELD standards
- Develop new test blueprints
- Conduct item writing, pilot testing, and rubric development
- Develop new test forms by grade/grade spans that are aligned to the new ELD standards
- Conduct a standard setting for all grades

Scoring and Annual Assessment Window

Senate Bill (SB) 753, signed into law in October 2011, proposed to change the CELDT scoring process by “banking” the domain scores of Early Advanced or Advanced. Federal law does not permit the banking of scores. Therefore, LEAs must continue to test students in all four domains annually until reclassification occurs.

EC Section 313(d) as amended by SB 753 proposed changing the annual assessment window from the current window of July 1–October 31 to a window that would commence upon the completion of 55 percent of the school year and continue through July 1. In addition, the initial assessment is to consist of using the prior year's test from July 1 until the commencement of the 55 percent annual assessment window, and then use the current year's test for initial assessment through June 30.

In accordance with *EC* Section 313(d), the CDE requested written documentation from the U.S. Department of Education (ED) whether implementing the new assessment window is permitted by federal law. The response from the ED was clear that any changes to the CELDT would need to result in a test that is valid, reliable, and of high technical quality, as well as meet the requirements for calculating the annual measurable achievement objectives (AMAOs). It is too late in the test development cycle to initiate this shift for the 2013–14 CELDT and ensure that it is a valid and reliable test of high technical quality.

Updated Information Brochure Revised for Easier Readability

The updated Parent/Guardian Information Brochure, currently posted on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>, is presented in language for readers that is easier to understand. The brochure describes the purpose of the CELDT, who takes the test, how results are reported and used, and other pertinent information. The brochure is available in English and Spanish.

Guide to Test Reports

The *Guide to Test Reports* (GTR), formerly known as the *Test Results Interpretation Guide*, is designed to help staff, parents, and guardians understand the information contained in the *CELDT Student Performance Level Report*. The 2012–13 GTR is applicable to all grades.

Additionally, a new companion document called the *CELDT Test Performance Descriptors* provides the domain-specific test performance descriptors explaining the levels in the four domains of Listening, Speaking, Reading, and Writing, and the Overall performance level. The descriptors are organized by grade span.

Both the GTR and the *CELDT Test Performance Descriptors* are written at an easier readability level in English and available in other languages such as Spanish, Vietnamese, and Chinese (traditional). The GTRs and the descriptors are posted on the Educational Data Systems CELDT Web site at <http://www.celdt.org/resources/im/>.

New Special Education Checklist for CELDT District and Site Coordinators

A new user-friendly checklist has been developed to assist LEAs and schools in planning for the administration of the CELDT to students identified with an Individualized Education Program (IEP) or Section 504 Plan and for reporting their results. Sample worksheets, that were previously posted on CELDT Resources Web site, have been condensed into a new checklist that highlights key actions to be addressed by CELDT District Coordinators and CELDT Site Coordinators or their designees before, during, and after test administrations. This checklist is now available in Section 1 on pages 14–15 of this guide.

Program Overview

State law (*EC* sections 313 and 60810) and federal law (Titles I and III of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency and develop AMAOs for: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as an AA. For California's public school students, this test is the CELDT.

The CELDT has three purposes:

- To identify students who are limited English proficient (LEP)
- To determine the level of English language proficiency of LEP students
- To assess the progress of LEP students in acquiring the skills of listening, speaking, reading, and writing in English

All students in transitional kindergarten through grade twelve (TK–12) whose primary language is not English must take the CELDT as an IA to determine if they are English learners within 30 calendar days after they are first enrolled in a California public school or 60 days prior to instruction, but not before July 1, per CELDT regulations. The CELDT also must be given annually as an AA to students identified as English learners until they are reclassified as fluent English proficient (RFEP).

Administering the CELDT

The testing windows for the 2012–13 year are July 1 through October 31 (AA) and July 1 through June 30 (IA). The CELDT is an untimed test. For students in TK, kindergarten, and grade one, Listening, Reading, and Writing domains are administered individually, and the estimated time required is approximately 15 to 30 minutes per domain. For students in grades two through twelve (2–12), the Listening, Reading, and Writing domains are administered as a group and take about two hours to complete. The Speaking part of the test is administered individually to all students in TK–12 and takes about 10 to 15 minutes for each student to complete. Only test examiners who are employees of the LEA, are proficient in speaking English, and have received formal CELDT training may administer the test.

Receiving CELDT Results

Individual Student Performance Level Reports and electronic summary reports for all CELDT administrations are received approximately eight weeks after the completed tests are sent to the test contractor for scoring. CELDT results are confidential, and individual results are only shared with each student's teacher(s) and parents or guardians.

Information about reporting results to parents and guardians is provided in Section 2 on pages 23–24, and information about the reporting of summary results on the Internet is provided in Section 2 on page 36.

Using Initial and Annual Assessment Results

CELDT results are not used to measure academic achievement. The IA results are used to identify English learners who need to develop their skills in listening, speaking, reading, and writing in English. This information is used to assist LEAs and schools when making placement decisions for new students who are identified as English learners. The IA results also are used to identify students who are initial fluent English proficient (IFEP) and are able to participate in the regular academic program.

The AA results are used to see how well English learners are progressing toward English language proficiency. This information is used to assist LEAs and schools in the ongoing program monitoring and evaluation process. The AA results also are one of four criteria used to determine if English learners are ready to be reclassified as RFEP, based on the reclassification process developed by the local school board in accordance with state law. The “Guidelines for Reclassification” can be found in Section 1 on pages 18–21.

Testing and Reporting Schedule for 2012–13

July 1, 2012	2012–13 CELDT IA and AA testing windows open.
September 2012	2012–13 <i>CELDT Information Guide</i> posted on the CDE CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp .
October 2012	2011–12 IA and combined (IA and AA) results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/ .
October 31, 2012	2012–13 CELDT AA testing window closes.
May 2013	2012–13 AA results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/ .
June 30, 2013	2012–13 CELDT IA testing window closes.
Fall 2013	2012–13 IA and combined (IA and AA) results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/ .

CELDT Domains and Test Components

The CELDT assesses public school students in K–12 in four domains: Listening, Speaking, Reading, and Writing. The CELDT is aligned to the English language development (ELD) standards adopted in 1999 by the State Board of Education (SBE), which are available on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>. The CELDT domains and test components are listed below.

Domain	Test Component K–1	Test Component Grades 2–12
Listening	<ul style="list-style-type: none"> ■ Following Oral Directions ■ Teacher Talk ■ Extended Listening Comprehension ■ Rhyming 	<ul style="list-style-type: none"> ■ Following Oral Directions ■ Teacher Talk ■ Extended Listening Comprehension ■ Rhyming (Grade 2 only)
Speaking	<ul style="list-style-type: none"> ■ Oral Vocabulary ■ Speech Functions ■ Choose and Give Reasons ■ 4-Picture Narrative 	<ul style="list-style-type: none"> ■ Oral Vocabulary ■ Speech Functions ■ Choose and Give Reasons ■ 4-Picture Narrative
Reading	<ul style="list-style-type: none"> ■ Word Analysis ■ Fluency and Vocabulary ■ Reading Comprehension 	<ul style="list-style-type: none"> ■ Word Analysis ■ Fluency and Vocabulary ■ Reading Comprehension
Writing	<ul style="list-style-type: none"> ■ Copying Letters and Words ■ Writing Words ■ Punctuation and Capitalization 	<ul style="list-style-type: none"> ■ Grammar and Structure ■ Writing Sentences ■ Writing Short Composition

Initial Identification of English Learners

Step 1. Determination of Students' Primary Language

In accordance with *EC* Section 60810(d), one of the purposes of the CELDT is to identify students who are limited English proficient (LEP). *EC* Section 306(a) defines an LEP student as a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

For all students in TK–12, upon first enrollment in a California public school, the LEA uses a standardized procedure to determine a student's primary language. This procedure usually begins with a home language survey (HLS), which is completed by the parents or guardians at the time the student is first enrolled.

Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as either IFEP or English learner, changing the HLS will not change the student's identification. At this point, the student's English learner status will change only when reclassification criteria are met.

A sample home language survey is available on the CDE English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/elforms.asp>. The SBE approved the following guidelines for interpreting the sample survey.

If a language other than English is indicated on:

- Any of the first three questions, the student should be tested with the CELDT.
- The fourth question, the student may be tested at the LEA's discretion.

American Sign Language

For purposes of CELDT testing and Title III services, American sign language (ASL), in and of itself, is not considered a "language other than English," according to the U.S. Department of Education. Students who use ASL for communication and have not been exposed to any language other than English should not be considered for CELDT testing. The IEP team should consider CELDT testing—with appropriate variations, accommodations, modifications, or alternate assessment(s)—for a student who uses ASL for communication due to deafness or hearing impairment.

and for whom there is another primary language other than English indicated on the student's home language survey.

Hearing students of deaf parents who use ASL as the primary means to communicate upon entering school **and** who have been exposed to a language other than English by another adult such as a grandparent or a caregiver may be considered for CELDT testing. The LEA or an IEP team may consider CELDT testing in addition to other appropriate language assessments to determine if the child may benefit educationally from ELD instruction. The LEA or an IEP team should base its decision to administer the CELDT on whether the student has been exposed to another language other than English, not on the basis of whether the hearing student of deaf parents uses ASL in the home.

Step 2. Assessment of English Language Proficiency

Transitional Kindergarten and Grade One

Students in TK–1 are considered to have met the CELDT criterion for English proficiency when:

- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening and Speaking are at the Intermediate level or higher.

For TK–1, if the above criterion is met, the domain scores for Reading and Writing are not required to be at the Intermediate level for an IFEP designation.

Grades Two through Twelve

Students in grades 2–12 are considered to have met the CELDT criterion for English proficiency when:

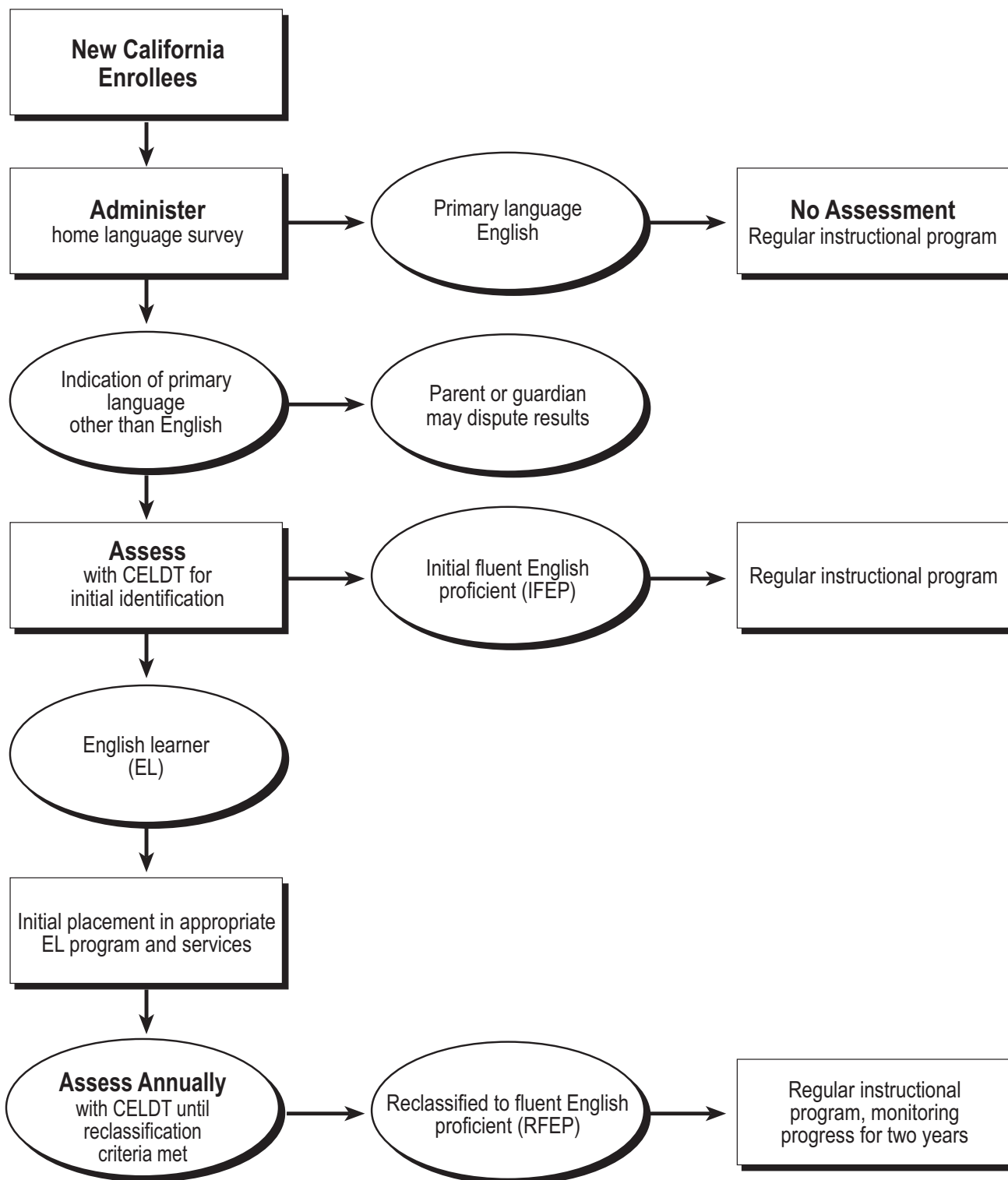
- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher.

The above criterion for students in grades 2–12 should be met for an IFEP designation.

LEAs may refer to the Decision Guide for Placement of English Learners (found in Section 1 on page 12) when making decisions about initial identification and program placement of English learners.

Decision Guide for Placement of English Learners

(Education Code sections 313 and 60810[d])



Assessing Students with Disabilities

Most students with disabilities are able to participate effectively in the CELDT. For those students whose disabilities preclude them from participating in one or more domains of the CELDT, their IEP teams may recommend accommodations, modifications, or an alternate assessment. (See *EC* Section 56345.) Since modifications and alternate assessments fundamentally alter what the CELDT measures, students receive the lowest obtainable scale score (LOSS) on each domain affected and Overall.

The LOSS will be used to calculate the AMAOs. If the student is not reclassified, the LOSS will be entered as the Most Recent Previous Scale Score(s) at the next year's administration of the CELDT. In accordance with *EC* sections 56342(a) and 56345, the initial identification of English fluency, reclassification, and other instructional decisions should be made by the IEP team based on the results of the modified CELDT or, if used, the alternate assessment along with other local assessment information about the student's English language fluency.

Due to the unique nature of individual students' disabilities, the CDE does not make specific recommendations about which alternate assessment instruments to use. The appropriate alternate assessment must be identified annually in a student's IEP, and the IEP team should include an ELD specialist whenever possible.

The sample worksheets provided in the past to assist LEAs and schools in planning for the administration of the CELDT to students with an IEP or Section 504 Plan and for reporting their results have been condensed into a user-friendly checklist, which is now available in Section 1 on pages 14–15. Also included are guidelines for reviewing IEPs and Section 504 Plans in Section 1 on page 16 along with the Participation Criteria Checklist for Alternate Assessments in Section 1 on page 17, to assist LEAs in determining how to assess individual students.

Checklist of Key Actions for the Administration of the CELDT to Students with Disabilities

Note: These key actions are not all-inclusive and may vary based on district/site needs.

Actions	Person(s) Responsible	
	CELDT District Coordinator (CDC) and/or designee(s)	CELDT Site Coordinator (CSC) and/or designee(s)
Pre-CELDT Administration		
<input type="checkbox"/> 1. Review ordering specifications/timeline/process from test contractor and order materials.	●	
<input type="checkbox"/> 2. Required: Register and attend a CELDT Scoring Training of Trainers (STOT) workshop at a state-, regional-, or local-sponsored location.	●	
<input type="checkbox"/> 3. Review CELDT testing requirements.	●	●
<input type="checkbox"/> 4. Communicate with special education coordinator and/or special education teachers, as applicable, to review CELDT (or possible alternate assessment) requirements for students with disabilities.	●	●
<input type="checkbox"/> 5. Prepare list of English learners receiving EL services specified in current IEP or Section 504 Plans and who must be tested with the use of identified variations, accommodations, modifications, and/or alternate assessments.		●
<input type="checkbox"/> 6. Return completed list to CDC.		●
<input type="checkbox"/> 7. Respond to site requests for test variations, accommodations, modifications, and/or alternate assessments, if applicable.	●	
<input type="checkbox"/> 8. Schedule and conduct CELDT administration training for CELDT site and special education coordinators. Information and materials should include, at a minimum: <ul style="list-style-type: none"> – IEP/Section 504 Plan process to identify who will take the CELDT with test variations, accommodations, modifications, or take an alternate assessment(s) – Test variations, accommodations, modifications, and/or alternate assessments – Test administration – Procedure for monitoring test administration – Test security maintenance – Procedures for administering the CELDT – Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments – Selection of appropriate test examiners (see Section 1, page 7.) 	●	
<input type="checkbox"/> 9. Participate in test administration training provided by CDC.		●

Actions	Person(s) Responsible	
	CELDT District Coordinator (CDC) and/or designee(s)	CELDT Site Coordinator (CSC) and/or designee(s)
CELDT Administration		
<input type="checkbox"/> 1. Provide direction/assistance to test examiners and proctors.		●
<input type="checkbox"/> 2. Ensure that identified variations/accommodations/modifications are used during testing.		●
<input type="checkbox"/> 3. Follow identified process for administering and scoring alternate assessments, if applicable.		●
Post-CELDT Administration		
<input type="checkbox"/> 1. Follow up with IEP team or CDC to ensure that students' IEP/Section 504 Plans are updated with current test variations, accommodations, and/or modifications for CELDT or alternate assessments.		●
<input type="checkbox"/> 2. Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to CDC.		●
<input type="checkbox"/> 3. Check packaging of site materials and schedule delivery to test contractor for scoring.		●
<input type="checkbox"/> 4. Schedule a post-CELDT debriefing with district and site IEP/Section 504 lead(s) and CSC, as needed, to discuss ways to improve the process.	●	●
<input type="checkbox"/> 5. Participate in debriefing with CDC and/or special education lead(s), if requested.	●	●

Review of Individualized Education Programs or Section 504 Plans

Some students with disabilities may require test variations, accommodations, and/or modifications, or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Prior to testing, accommodations, modifications, and/or alternate assessments must be specified in each student's IEP or Section 504 Plan. Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 Plan:

1. Review state and federal regulations.

- These include the *California Code of Regulations*, Title 5, CELDT; Individuals with Disabilities Education Improvement Act (IDEA) of 2004; and Title III of the ESEA, which are available on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.

2. Review “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (August 2011).” This matrix is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

- Discuss (1) the use of variations and accommodations, which produces valid results because they do not alter what the test measures, and (2) the use of modifications or an alternate assessment, which produces results that are not valid because they alter what the test measures.

3. Review IEP or Section 504 Plan.

- Specify in the student's IEP or Section 504 Plan if the English language proficiency (ELP) assessment is specifically addressed and verify that student information is current.

4. Determine how the student will participate in the ELP assessment.

- Using the Participation Criteria Checklist for Alternate Assessments on page 17, determine if the student will require an alternate assessment(s) or can participate in the CELDT using test variations, accommodations, and/or modifications.
- Specify in the student's IEP or Section 504 Plan exactly how and for what domain(s) CELDT test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. If the student has an IEP, specify any alternate assessment(s) the student is to use and identify which domain(s) of the CELDT the alternate assessment(s) is replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
- Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if an alternate assessment(s) has been administered, the overall score will not reflect the student's actual performance level in English, and the student will receive the LOSS on each affected domain and overall performance level.

Participation Criteria Checklist for Alternate Assessments

To assist an IEP team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider administering the CELDT to the student with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot take the CELDT even with test variations, accommodations, and/or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Guidelines for Reclassification

Under current state law (*EC* Section 313), identified students who are English learners must participate in the annual administration of the CELDT until they are reclassified as RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELD test pursuant to *EC* Section 60810 (i.e., the CELDT);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Student performance on a statewide assessment of basic skills in English.

Clarification for applying the four criteria to local reclassification decisions is provided in the guidelines approved by the SBE that follow.

Assessment of English Language Proficiency

Use CELDT as the primary criterion. Consider for reclassification those students whose overall performance level is Early Advanced or higher and:

- Listening is Intermediate or higher,
- Speaking is Intermediate or higher,
- Reading is Intermediate or higher, and
- Writing is Intermediate or higher.

Those students whose Overall performance level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

Comparison of Performance in Basic Skills

- Definitions:
 1. "Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English–Language Arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA).
 2. "Range of performance in basic skills" means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
 3. "Students of the same age" refers to students who are enrolled in the same grade as the student who is being considered for reclassification.
- Basic skills criteria:
 1. A student's score on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) in the range from the beginning of the Basic level up to the midpoint of the Basic level suggests that the student may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. The LEAs may select a cut point in this range.
 2. Students with scores above the cut point selected by the LEA should be considered for reclassification.

3. For students scoring below the cut point, LEAs should attempt to determine whether factors other than English language proficiency are responsible for low performance on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) and whether it is reasonable to reclassify the student.
4. For students in grade twelve, the grade eleven CST for ELA results may be used, if available.
5. For students in grade one, LEAs should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results.
6. The LEAs must monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the ESEA.

Reclassification of English Learners with Severe Cognitive Disabilities

- The following are suggestions for applying these reclassification guidelines to English learners with severe cognitive disabilities:
 1. Assessment of language proficiency using an objective assessment instrument

Reclassification for Students with Disabilities

Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, local IEP teams may determine appropriate measures of English language proficiency and performance in basic skills, in accordance with local and SBE approved reclassification guidelines. Additional information about assessing students with disabilities is available in Section 1 on pages 13–17.

The IEP team can use an alternate assessment of language proficiency for reclassification purposes. (See *EC* sections 56342 and 56345[b].) An alternate assessment is the measure of the student's English language proficiency on any or all four domains in which the student cannot be assessed using the CELDT. When a student is assessed with an alternate assessment, he or she will receive the LOSS on the CELDT for each domain tested with an alternate assessment. Although the alternate assessment tests the student's English language proficiency, the alternate assessment results are not comparable to CELDT results.

2. Teacher evaluation

Use the student's classroom performance information.

3. Parental opinion and consultation

The parent or guardian is a participant on the IEP team.

4. Student's score on an assessment of basic skills

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification. An example of an assessment of basic skills for students with severe cognitive disabilities is the California Alternate Performance Assessment (CAPA).

According to *EC* Section 313(f), LEAs must use, but are not limited to, the four criteria. In accordance with federal and state law, the local IEP team may address the individual needs of each English learner with a disability using multiple criteria in concert with the four reclassification criteria in law.

The LEA may be able to reclassify the English learner with a severe disability even though, for example, the CELDT performance is not at the level suggested for reclassification in the SBE's guidelines due to the identified disability. Therefore, it is recommended to use other language assessments to ensure the student receives appropriate services.

Section 2

Reporting Results

Reporting and Using
Individual Results

Overall Test
Performance Descriptors

Guide to the 2012–13 Student
Performance Level Report

Sample Student
Performance Level Reports

Internet Posting of
2012–13 Summary Results

Instructions for Importing Data

Reporting and Using Individual Results

State regulations require LEAs to provide individual CELDT results to parents or guardians within 30 calendar days after they are received by the LEA. Only authorized LEA personnel, the student, and parents or guardians may see the CELDT results of individual students.

Section 3302 of Title III of the ESEA requires LEAs receiving Title III funds to inform parents or guardians of: (1) the reasons for the student's identification as an English learner based on the CELDT results, and (2) the need for placement in an English language instructional support program. This notification is to occur no later than 30 days after the beginning of the school year or within 2 weeks of the student's placement in the specified program after the beginning of the school year. Parents or guardians of English learners with an IEP also must be notified how the recommended placement will help their children meet the objectives of the IEP.

Sample parent/guardian notification letters are provided on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp> and are translated into several languages. An informational parent/guardian brochure also is available for printing and distribution on the same Web page.

Student Performance Level Reports

The results for individual students are provided in the CELDT Student Performance Level Report. This report shows the level of performance students have attained in each domain as they progress toward English language proficiency. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The 2012–13 CELDT report for each student provides the following information:

- An overall performance level and scale score that is an average of all domains tested
- A scale score and a performance level for each domain tested (Listening, Speaking, Reading, and Writing)
- A comprehension score that is an average of the scale scores for Listening and Reading

Scale score ranges for each of the five performance levels are identified for Listening, Speaking, Reading, and Writing for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The scale score ranges for identifying a student's performance level for each domain tested and the overall performance level, with the weighting percentages used to calculate the ranges, are available in the Resources section on pages 45–47. Overall test performance descriptors for K–12 can be found in Section 2 on pages 25–27.

Interpreting Results

The GTR is provided in English and other languages to assist LEAs with communicating results to parents and guardians and is available on the Educational Data Systems CELDT Web site at <http://www.celdt.org/resources/im/>. The GTR includes a sample *Student Performance Level Report*, information about how to interpret the report, and domain-specific and overall test performance descriptors. This year's edition was written at about the eighth grade reading level for easier readability.

Overall Test Performance Descriptors

Kindergarten and Grade One

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.

Grades Two Through Twelve**Advanced**

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Guide to the 2012–13 Student Performance Level Report

The Student Performance Level Report for 2012–13 provides results of the CELDT for individual students. Information on the report is described below.

Student Information

General identifying information about the student is printed on the left side of the report. This includes the student's name, grade level, date of testing, birth date, primary language, student identification numbers, and the school and school district in which the test was taken.

Student Performance Level Report

POPIES, CAL

Grade: 1

INITIAL ASSESSMENT

Test Date: 08/01/2012

Birthdate: 01/01/2006

Primary Lang: Marathi

SSID: 6349678997

Local Student ID:

CDS: 88-77777-0002-9900001

School: SCARLET ELEMENTARY

District: CAL UNIFIED CHARTER

Purpose of Assessment

The left side of the report also indicates whether the test was given for an initial assessment (IA) or for the annual assessment (AA). This area of the report also may indicate that the student took the test outside of the AA window or that it is not known whether the student previously took the IA or AA. The IA means that the test was given to a new student whose home language survey indicates that the primary home language is not English. This questionnaire is completed and submitted to the school by the parents and guardians upon enrolling their child in a California public school for the first time. The IA results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The AA is given to students who already have been identified as English learners to see how well they are developing their listening, speaking, reading, and writing skills in English. The AA results are used, along with other information, to help monitor each student's progress toward English language proficiency.

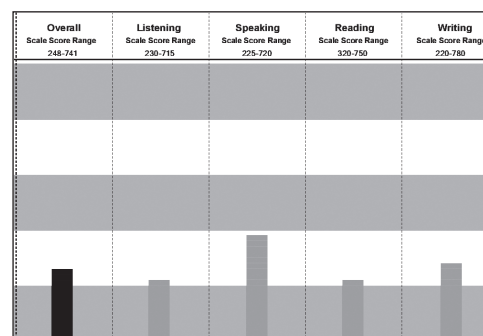
Performance Levels

The five performance levels for measuring a student's proficiency in English, based on the CELDT scores, are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Performance Levels
Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

Overall and Domains

The CELDT results report the performance level and score for the student's overall performance in column 1. Columns 2 through 5 show the performance level(s) and score(s) for each of the four domains tested: Listening, Speaking, Reading, and Writing.



Other Scores

The reports also show a comprehension score. The comprehension score is an average of the scores for Listening and Reading.

Comprehension Score (average of Listening and Reading domain scale scores): 454
--

How to Read This Report

A brief description of how to read the reported scores

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/el>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

and performance levels are at the bottom of the front page of the report. A chart on the back of each report briefly describes the English skills students are expected to achieve at each performance level. The 2012–13 Edition of the *Guide to Test Reports (GTR)* was updated for easier readability and has a companion document with the domain-specific test performance descriptors for Listening, Speaking, Reading, and Writing. The GTR and the domain-specific test performance descriptors are available in English and other languages on the Educational Data Systems CELDT Interpretation Materials Web page at <http://www.celdt.org/resources/im/>.

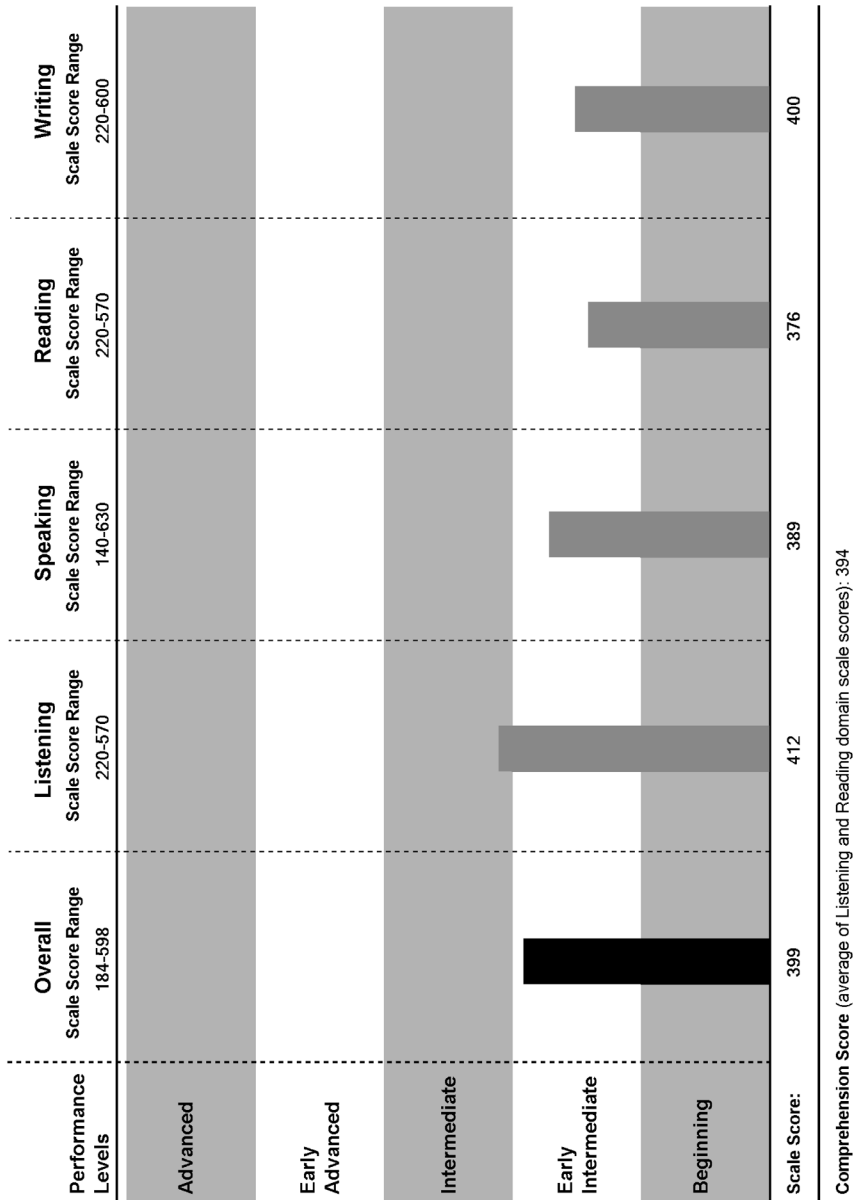
For more information...

Parents and guardians are encouraged to talk to their child's teacher about these test results and what is being done at school to help their child become fully proficient in English.

Sample Student Performance Level Reports

Sample 1 (Front) — Initial Assessment

California English Language Development Test (CELDT) 2012–13 Edition



How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For Kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/le/>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

FOR THE PARENT/GUARDIAN OF:
POPPIES, CAL
456 Main Avenue
Main Town, CA 91111

Student Performance Level Report

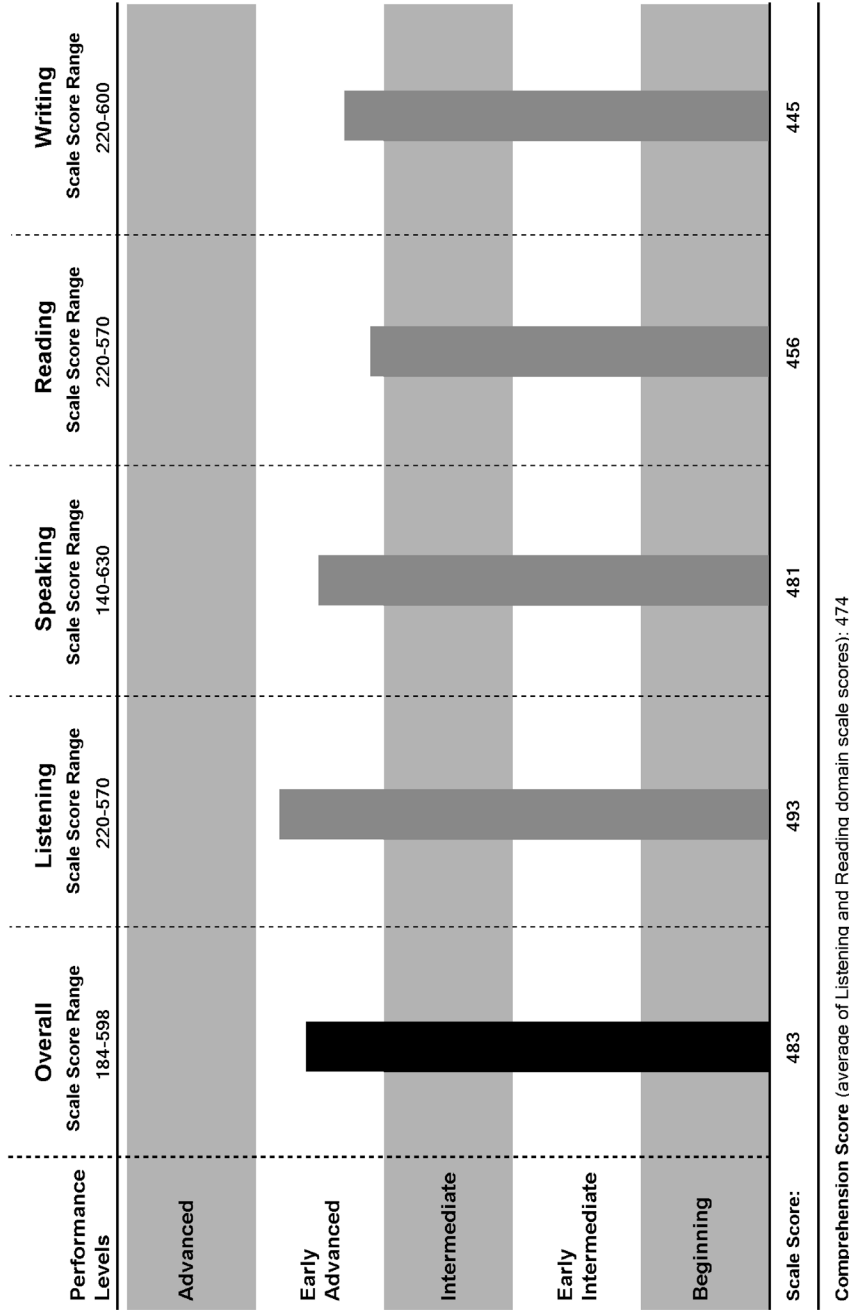
POPPIES, CAL
Grade: 1

INITIAL ASSESSMENT

Test Date: 08/01/2012
Birthdate: 01/01/2006
Primary Lang: Marathi
SSID: 6349678997
Local Student ID:

CDS: 88-77777-0002-9900001
School: SCARLET ELEMENTARY
District: CAL UNIFIED CHARTER

Sample 2 (Front) — Annual Assessment California English Language Development Test (CELDT) 2012–13 Edition



How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

FOR THE PARENT/GUARDIAN OF:
INDIANA, WAYNE
 123 Main Street
 Main City, CA 99999

Student Performance Level Report

INDIANA, WAYNE
 Grade: 1

ANNUAL ASSESSMENT

Test Date: 10/12/2012

Birthdate: 03/03/2006

Primary Lang: Other Non-English

SSID: 3658789012

Local Student ID:

CDS: 88-77777-0002-9900001

School: SCARLET ELEMENTARY

District: CAL UNIFIED CHARTER

Samples 1 and 2 (Back) — Initial and Annual Assessments

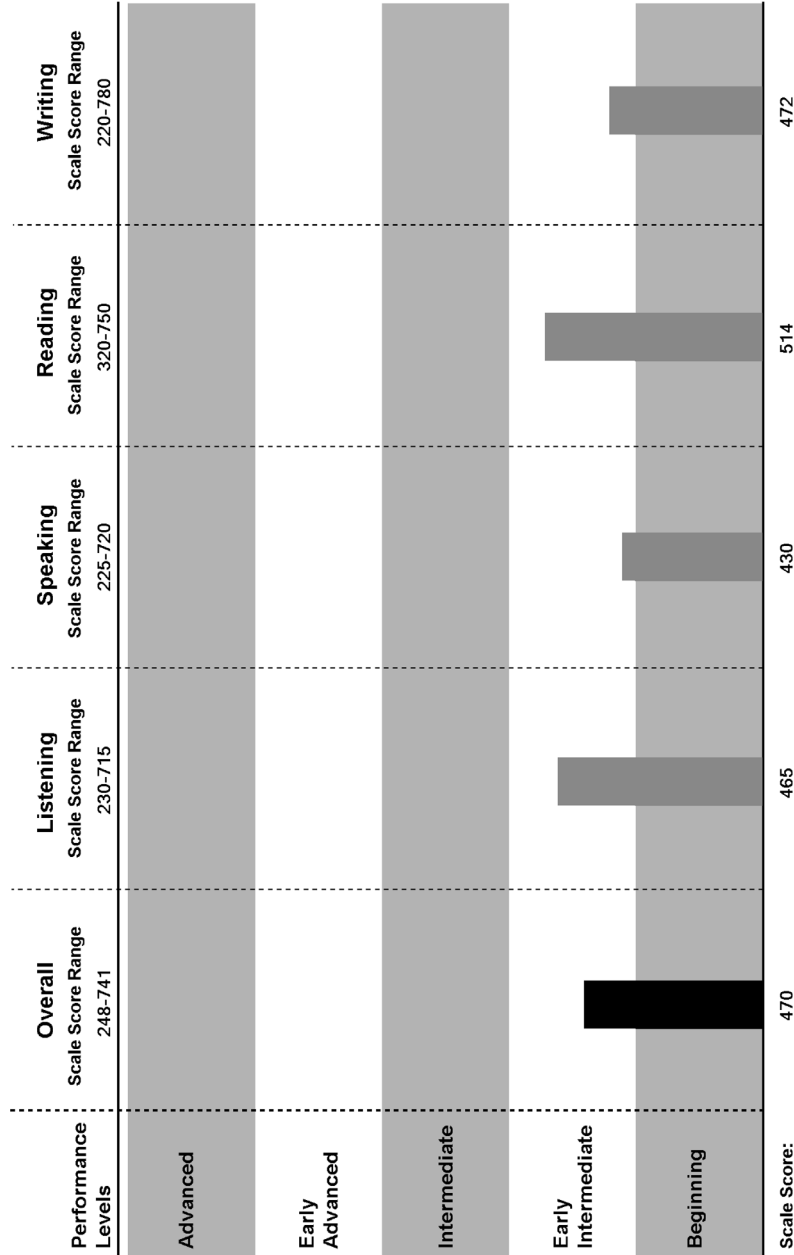
California English Language Development Test Performance Descriptors

Grades K-1 Overall Performance Levels

	Listening	Speaking	Reading	Writing
Advanced Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically name all letters, recognize all English phonemes, and identify letter-sound correspondences; they recognize most high-frequency words, use decoding skills to achieve grade-level appropriate, independent reading, and demonstrate comprehension of most grade-level text on both familiar and unfamiliar topics.	Students who perform at this level on the CELDT typically copy words, including lowercase and uppercase letters, capitalize proper nouns and the first word of a sentence, and place period and question mark appropriately at the end of simple sentences; they write two-syllable words and write a word based on a story read out loud.
Early Advanced Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically name all letters, recognize most English phonemes, and identify letter-sound correspondences to read one- and some two-syllable words; they recognize many high-frequency words, apply decoding skills to read most short words, and demonstrate reading comprehension of some grade-level text on familiar topics.	Students who perform at this level on the CELDT typically copy most words with lowercase and uppercase letters (letter reversals may occur), capitalize some proper nouns, and use some ending punctuation; they write high-frequency, one-syllable words and write a letter or sound based on a story read out loud.
Intermediate Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically name most letters, recognize some English phonemes, and identify letter-sound correspondences for initial and some final consonants; they recognize some high-frequency words, apply basic knowledge of English morphemes, phonics, and syntax to decode one-syllable words, and demonstrate reading comprehension limited to short words.	Students who perform at this level on the CELDT typically copy most letters of the alphabet and some words legibly; they write some one-syllable words correctly or use phonetic spelling.
Early Intermediate Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.	Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of a few basic words; they understand and attempt to follow a few simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically name some letters, recognize a few English phonemes, and identify letter-sound correspondences for some initial consonants; they recognize a few simple, high-frequency words, and apply basic knowledge of English morphemes, phonics, and syntax to accomplish decoding tasks such as identifying initial sounds.	Students who perform at this level on the CELDT typically copy some letters of the alphabet legibly and write first or last letter when attempting to write a word.
Beginning Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words; they attempt to follow simple oral directions with limited success.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT have little or no receptive skills, or may recognize basic concepts of print (e.g., following words left to right, top to bottom; title); they name a few uppercase and lowercase letters, recognize English phonemes that correspond to phonemes in primary language, and rely on graphic support to read high-frequency words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language.

Sample 3 (Front) — Initial Assessment

California English Language Development Test (CELDT) 2012–13 Edition



Comprehension Score (average of Listening and Reading domain scale scores): 489

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2–12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

FOR THE PARENT/GUARDIAN OF:
JACKSON, FLORIDA
652345 Marmaduke St.
AnyCity, CA 90903

Student Performance Level Report

JACKSON, FLORIDA
Grade: 7

INITIAL ASSESSMENT

Test Date: 07/14/2012

Birthdate: 01/13/1999

Primary Lang: Armenian

SSID: 6149678938

Local Student ID: 1001123527

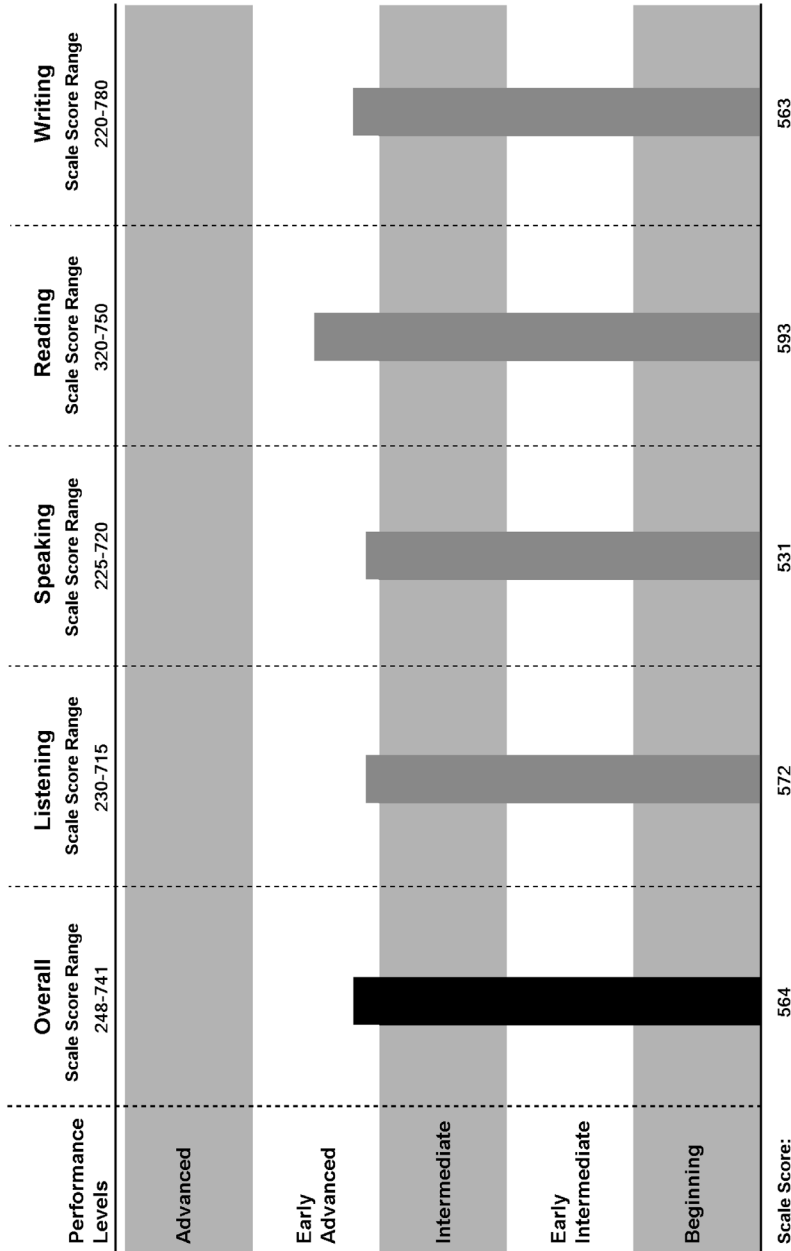
CDS: 88-88888-9900005

School: AMBER JUNIOR HIGH

District: STATE UNIFIED

Sample 4 (Front) — Initial Assessment

California English Language Development Test (CELDT) 2012–13 Edition



Comprehension Score (average of Listening and Reading domain scale scores): 582

Student Performance Level Report

PALM, DALE

Grade: 7

ANNUAL ASSESSMENT

Test Date: 10/12/2012

Birthdate: 07/07/1999

Primary Lang: Taiwanese

SSID: 4212345677

Local Student ID:

CDS: 88-77777-9900002

School: EMERALD MIDDLE

District: CAL UNIFIED

How to Read This Report
The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

FOR THE PARENT/GUARDIAN OF:
PALM, DALE
789 Dolphin Avenue
Durango, CA 92222

Samples 3 and 4 (Back) — Initial and Annual Assessments

Grades 6-8 Overall Performance Levels

California English Language Development Test Performance Descriptors

	Listening	Speaking	Reading	Writing
Advanced Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; they write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
Early Advanced Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose; with occasional minor errors, they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.
Beginning Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension; they understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences; match commonly used nouns to pictures; recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation; they attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Internet Posting of 2012–13 Summary Results

The 2012–13 AA summary results for schools, LEAs, and the state are to be posted in spring 2013 on the CDE DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>. Combined IA and AA summary results for the 2012–13 school year will be posted in October 2013.

Internet reports for the 2012–13 AA summary results provide the following information by grade level for all students, as well as identified subgroup populations:

- Number and percentage of students scoring at each overall performance level
- Mean scale scores for all domains assessed
- Number and percentage of students meeting the CELDT criterion for English language proficiency

Internet Summary Reports

The Internet summary reports:

- Allow searching for results by school name, school district, county, and the state through the CDE CELDT Results Web site at <http://celdt.cde.ca.gov/>.
- Display AA aggregate results for the state, LEAs, and schools.
- Report scores for groups of four or more students by overall performance level.

Understanding and Using Summary Results

CELDT summary results provide an ongoing measure of how well English learners are acquiring English and may be used for program planning and evaluations. The AA summary results also are used by the CDE to determine whether LEAs receiving Title III funds are meeting their annual measurable achievement objectives (AMAOs). More information about Title III Accountability and AMAO requirements are available on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.

Instructions for Importing Data

How to Import Comma-delimited Files into the Microsoft Access Data Shell

The Microsoft (MS) Access Data Shell is provided as a courtesy by the CDE. It is formatted so that the comma-delimited research files may be imported easily into the database using the following instructions:

1. Go to the CDE CELDT Research Files Web page at <http://celdt.cde.ca.gov/datafiles.asp>.
2. Download the MS Access Data Shell. (**Note:** The shell must be used with Access 2000 or higher.)
3. Download the comma-delimited files.
4. Extract the MS Access Data Shell to a folder (e.g., "c:\research\"). You should now have a file named "2012_2013_CELDT_Data_Shell.mdb."
5. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").
6. Open the MS Access Data Shell ("2012_2013_CELDT_Data_Shell.mdb") using Access 2000 or higher version.
7. Import the comma-delimited file as follows:
 - a. From the drop-down menu, select "File."
 - b. Select "Get External Data and Import."
 - c. Select the comma-delimited file you want to import. (**Note:** The comma-delimited file will have a "TXT" file extension.)
 - d. Select "Import."
 - e. Select "Delimited" as the file type and select "Next."
 - f. Select "Comma" as the delimiter and double quotes (") as the text qualifier. Select the box indicating the "First Row Contains Field Names" and select "Next."
 - g. To store your data, select "in an existing table." Choose "Research_Data_2012_2013" from the drop-down menu and select "Next."
 - h. Select "Finish."
8. It is recommended that you compact your database at this time. From the Tools menu, select "Database Utilities," and then select "Compact and Repair Database."

Note: The MS Access Data Shell and instructions for its use are provided as a courtesy by the CDE. Technical questions should be directed to LEA staff.

Resources

Glossary of Terms and
Acronyms

Scale Score Ranges for
2012–13 Results

Internet Resources

Glossary of Terms and Acronyms

Alternate Assessments	Students with disabilities who are unable to take the entire California English Language Development Test (CELDT) (or any section of the test) with variations, accommodations, or modifications shall: (1) be administered an alternate assessment for English language proficiency as set forth in their individualized education program (IEP), and (2) receive the lowest obtainable scale score for the section(s) of the test for which alternate assessments were administered.
Annual Assessment (AA)	The CELDT is given once each year to English learners as an annual assessment (also referred to as AA) of their progress toward English language proficiency.
Annual Assessment Window	A designated time period each year during which schools must administer the CELDT to all students who were identified as English learners during the previous academic year. The AA window runs from July 1 to October 31 each year.
Annual Measurable Achievement Objectives (AMAOs)	Title III of the Elementary and Secondary Education Act (ESEA) sets AMAOs or targets that local educational agencies (LEAs) receiving Title III funds must meet, which in part are based on CELDT results. Reports and information about Title III Accountability are available on the California Department of Education (CDE) Title III Accountability Web page at http://www.cde.ca.gov/ta/ac/t3/ .
California English Language Development Test (CELDT)	The CELDT measures limited English proficient students' achievement of California English Language Development (ELD) Standards in kindergarten through grade twelve (K–12). Three purposes for the CELDT are specified in state law, including: (1) identifying students as limited English proficient, (2) determining the level of English language proficiency for students who are limited English proficient, and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.
CELDT Blueprints	The CELDT blueprints outline the specific ELD standards tested and the number of questions included within each domain on the CELDT for each grade from K–12.

CELDT Common Scale	The common scale for the CELDT allows for the year-to-year comparisons of a student's scale scores on each domain (Listening, Speaking, Reading, and Writing). A student's scale score on the common scale can be compared from grade level to adjacent grade level regardless of grade span.
CELDT Criterion for English Language Proficiency	For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the Listening and Speaking domains at Intermediate or higher. The Reading and Writing domain scores are usually not considered for K–1.
Composite Score	A composite score is the average of two or more other scores. For example, the comprehension score is the average of the Listening and Reading scale scores.
Data Review Module (DRM)	The DRM is a Web-based application available to LEAs for a three-week period after the close of the AA window. Designated CELDT district coordinators are granted secure access to the Student Score File to make corrections to student demographic data to ensure accuracy for reporting purposes.
Domains	Domains are the areas of Listening, Speaking, Reading, and Writing assessed by the CELDT. The ESEA also requires that comprehension be assessed, which is calculated as the average of the Listening and Reading scale scores.
English Language Development (ELD) Standards	The ELD standards, adopted by the State Board of Education (SBE) in 1999, currently define what English learners in California's public schools must know and be able to do as they progress toward full fluency in English. Links to the ELD standards are available in both English and Spanish on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/ . These standards are to be updated in fall 2012.

English Learner	An English learner is a student in K–12 who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. State and federal law require that LEAs administer a state test of English language proficiency to newly enrolled students whose primary language is not English and to English learners as an AA. Since 2001, this test for California’s public school students has been the CELDT.
Home Language Survey	Federal and state laws require schools to determine the language used in the home of each student. The purpose of the home language survey (HLS) is to help identify students in need of English language development services. Based on the responses on the HLS, students may be tested with the CELDT to determine their level of English language proficiency. The home language survey form is to be completed by the student’s parent or guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms Web page at http://www.cde.ca.gov/ta/cr/elforms.asp .
Individualized Education Plan (IEP)	An IEP is a written plan that is designed by an LEA team to meet the unique educational needs of a student with disabilities, as defined by federal regulations. The IEP must be tailored to the individual student’s needs as identified by the evaluation process and should describe how the student learns, how the student best demonstrates what is learned, and what teachers and service providers must do to help the student learn more effectively.
Individuals with Disabilities Education Act (IDEA)	IDEA is a federal law to ensure that appropriate services are provided to students with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.
Initial Assessment (IA)	As an IA of English language fluency, the CELDT is first given to students, whose primary language is not English, within 30 days of enrollment.
Initial Fluent English Proficient (IFEP)	Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the LEA criterion for English language proficiency are identified as IFEP.
Limited English Proficient (LEP)	LEP is a federal designation of an individual who does not speak English as the primary language and who is not proficient in speaking, listening, reading, or writing in English.

Local Educational Agency (LEA)	An LEA is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.
Lowest Obtainable Scale Score (LOSS)	The LOSS is the lowest score in a range of potential scores for a grade level and subject area. Scale scores can be compared from year to year within a given grade level and subject. Scale scores are not comparable across subjects and cannot be averaged across different grade levels.
Performance Levels	Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular English-proficient level. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced.
Performance Level Cut Scores	The SBE has established performance level cut scores for all four domains (Listening, Speaking, Reading, and Writing) and overall performance on the CELDT.
Performance Level Summary Report	A score report provided to LEAs that summarizes the total number of assessments scored and the percentage of students who tested within each performance level by school and grade level within each LEA.
Primary Language	The language identified (at the local level) to be the student's primary language based on information provided in the home language survey upon his or her first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify whether he or she is to be assessed with the CELDT.
Raw Scores	A CELDT raw score is the number of test questions answered correctly. Raw scores should not be used to compare results from grade to grade or year to year.
Reclassification	Reclassification is the local process used by LEAs to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. California <i>Education Code (EC)</i> Section 313(f) specifies the four criteria that must be used when making reclassification decisions locally.

Reclassified Fluent English Proficient (RFEP)

Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP.

EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

- Assessment of English language proficiency, which in California is the CELDT.
- Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
- Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
- Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the California English-Language Arts Standards Test [CST for ELA] and the California Modified Assessment for ELA [CMA for ELA]).

Released Test Questions (RTQs)

RTQs are a series of retired test items by grade span that site and district coordinators, teachers, and support staff who work with English learners may use as practice questions to help prepare their students for the types of questions that may be encountered on the CELDT. They also may be used as a resource for parents whose children have taken the CELDT. RTQs cover the four domains assessed by the CELDT: Listening, Speaking, Reading, and Writing.

Research Files

Electronic reports available to LEAs at the completion of the DRM each spring. Both AA and IA reports are accessed through DataQuest on the CDE Web site.

Scale Score

Scale scores are derived from the number or percentage of questions that students must answer to score at each performance level and are used to equate tests from one administration to the next. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance.

State Board of Education (SBE)	The SBE is the state educational agency for California that sets education policy for K–12 in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight (K–8), adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the <i>EC</i> .
Student Performance Level Report	The Student Performance Level Report provides results of the CELDT for individual students. The report includes student identifier information, purpose of the assessment (IA or AA), performance levels for each domain, overall performance, and the comprehension score based on the average of the listening and reading scale scores.
Student Score File	The Student Score File is an electronic data file containing CELDT scores for students tested during the previous and current years' AA window. The LEAs have the opportunity to review and update student demographic data during the annual DRM prior to public posting of AA results.
Test Performance Descriptors	Test performance descriptors that are based on the ELD standards characterize what students at each performance level know and can demonstrate in English.
Title III of the Elementary and Secondary Education Act (ESEA)	Title III of the ESEA requires states to administer a test to newly enrolled students whose primary language is not English to determine their level of English language fluency. In California, the CELDT serves this purpose. Students identified through the IA as English learners must be given the CELDT annually until they are RFEP. Title III also sets AMAOs or targets that LEAs receiving Title III funds must meet, which in part are based on CELDT results.
Transitional Kindergarten	A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified curriculum that is age and developmentally appropriate. Pursuant to law (<i>EC</i> 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between: November 2 and December 2, for the 2012–13 school year; October 2 and December 2, for the 2013–14 school year; September 2 and December 2, for the 2014–15 school year and each school year thereafter.

Scale Score Ranges for 2012–13 Results

Raw scores (the number of test questions answered correctly) should not be used to compare results from grade to grade or year to year. For the CELDT, scale scores are derived from raw scores. Scale scores permit the direct comparison of test results from one administration of the CELDT to another, unless there have been changes in the scoring ranges. A cut point is the scale score needed to reach a specified performance level.

A common scale was developed and approved for the CELDT in 2006–07, making it possible to compare results from grade to grade. The 2012–13 results should not be compared with any CELDT results prior to 2006–07. CELDT results from past years are available on the CDE DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

The scale score for determining the overall performance level for individual and group results in grades 2–12 is calculated by weighting the domain scale scores as follows: 25 percent for Listening, 25 percent for Speaking, 25 percent for Reading, and 25 percent for Writing. The comprehension score for all levels is an average of scores for Listening and Reading. The overall performance score for K–1 is calculated with the following weights: 45 percent for Listening, 45 percent for Speaking, 5 percent for Reading, and 5 percent for Writing.

Performance Level Scale Score Ranges

Grade K	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 281	220 – 340	220 – 321	184 – 351
Early Intermediate	362 – 408	353 – 404	282 – 318	341 – 370	322 – 363	352 – 399
Intermediate	409 – 454	405 – 456	319 – 376	371 – 397	364 – 415	400 – 448
Early Advanced	455 – 501	457 – 508	377 – 445	398 – 426	416 – 473	449 – 497
Advanced	502 – 570	509 – 630	446 – 570	427 – 600	474 – 570	498 – 598
Grade 1	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 359	220 – 392	220 – 360	184 – 358
Early Intermediate	362 – 408	353 – 404	360 – 397	393 – 408	361 – 402	359 – 405
Intermediate	409 – 454	405 – 456	398 – 445	409 – 434	403 – 449	406 – 453
Early Advanced	455 – 501	457 – 508	446 – 569	435 – 474	450 – 535	454 – 506
Advanced	502 – 570	509 – 630	570 – 570	475 – 600	536 – 570	507 – 598
Grade 2	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 374	140 – 369	280 – 420	220 – 422	250 – 397	215 – 396
Early Intermediate	375 – 425	370 – 419	421 – 472	423 – 468	398 – 448	397 – 446
Intermediate	426 – 475	420 – 469	473 – 523	469 – 513	449 – 499	447 – 495
Early Advanced	476 – 526	470 – 519	524 – 553	514 – 559	500 – 539	496 – 539
Advanced	527 – 570	520 – 630	554 – 650	560 – 690	540 – 610	540 – 635

Grade 3	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 388	200 – 387	280 – 447	220 – 436	250 – 417	230 – 414
Early Intermediate	389 – 442	388 – 435	448 – 481	437 – 478	418 – 461	415 – 459
Intermediate	443 – 497	436 – 481	482 – 541	479 – 536	462 – 519	460 – 513
Early Advanced	498 – 551	482 – 531	542 – 576	537 – 569	520 – 563	514 – 556
Advanced	552 – 640	532 – 720	577 – 700	570 – 740	564 – 670	557 – 700

Grade 4	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 401	200 – 404	280 – 473	220 – 450	250 – 437	230 – 432
Early Intermediate	402 – 460	405 – 450	474 – 490	451 – 488	438 – 475	433 – 472
Intermediate	461 – 518	451 – 496	491 – 559	489 – 549	476 – 538	473 – 530
Early Advanced	519 – 577	497 – 542	560 – 599	550 – 579	539 – 588	531 – 574
Advanced	578 – 640	543 – 720	600 – 700	580 – 740	589 – 670	575 – 700

Grade 5	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 410	200 – 410	280 – 477	220 – 454	250 – 443	230 – 437
Early Intermediate	411 – 472	411 – 458	478 – 503	455 – 496	444 – 487	438 – 482
Intermediate	473 – 536	459 – 506	504 – 563	497 – 550	488 – 549	483 – 538
Early Advanced	537 – 600	507 – 555	564 – 603	551 – 586	550 – 601	539 – 586
Advanced	601 – 640	556 – 720	604 – 700	587 – 740	602 – 670	587 – 700

Grade 6	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 412	225 – 416	320 – 480	220 – 457	275 – 446	248 – 441
Early Intermediate	413 – 483	417 – 466	481 – 515	458 – 501	447 – 499	442 – 491
Intermediate	484 – 569	467 – 517	516 – 567	502 – 552	500 – 568	492 – 551
Early Advanced	570 – 637	518 – 567	568 – 608	553 – 592	569 – 622	552 – 601
Advanced	638 – 715	568 – 720	609 – 750	593 – 780	623 – 732	602 – 741

Grade 7	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 417	225 – 422	320 – 484	220 – 461	275 – 450	248 – 446
Early Intermediate	418 – 494	423 – 475	485 – 528	462 – 507	451 – 511	447 – 501
Intermediate	495 – 571	476 – 527	529 – 571	508 – 553	512 – 571	502 – 555
Early Advanced	572 – 648	528 – 580	572 – 612	554 – 599	572 – 630	556 – 609
Advanced	649 – 715	581 – 720	613 – 750	600 – 780	631 – 732	610 – 741

Grade 8	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 426	225 – 422	320 – 496	220 – 464	275 – 461	248 – 452
Early Intermediate	427 – 507	423 – 479	497 – 542	465 – 510	462 – 524	453 – 509
Intermediate	508 – 594	480 – 538	543 – 587	511 – 556	525 – 590	510 – 568
Early Advanced	595 – 669	539 – 594	588 – 626	557 – 601	591 – 647	569 – 622
Advanced	670 – 715	595 – 720	627 – 750	602 – 780	648 – 732	623 – 741

Grade 9	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 435	235 – 422	320 – 508	220 – 466	275 – 471	251 – 457
Early Intermediate	436 – 518	423 – 484	509 – 556	467 – 513	472 – 537	458 – 517
Intermediate	519 – 605	485 – 546	557 – 604	514 – 559	538 – 604	518 – 578
Early Advanced	606 – 690	547 – 609	605 – 647	560 – 605	605 – 668	579 – 637
Advanced	691 – 725	610 – 740	648 – 770	606 – 810	669 – 747	638 – 761

Grade 10

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 11

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 12

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Internet Resources

California English Language Development Test (CELDT)

Program notes, administrative documents, frequently asked questions, Spanish translations

<http://www.cde.ca.gov/ta/tg/el/>

CELDT Resources

CELDT glossary, information guide, communication materials, released test questions, CELDT blueprints, planning for students with disabilities

<http://www.cde.ca.gov/ta/tg/el/resources.asp>

DataQuest: CELDT Initial and Annual Assessment Summary Results and CELDT Criterion Reports

<http://dq.cde.ca.gov/dataquest/>

Educational Data Systems: CELDT Contractor

Test results interpretation materials, data file layouts, test materials ordering, training workshops

<http://www.celdt.org/>

English Language Development Content Standards

<http://www.cde.ca.gov/be/st/ss/>

English Learners – Specialized Programs

<http://www.cde.ca.gov/sp/el/>

Special Education – Specialized Programs

<http://www.cde.ca.gov/sp/se/>

Title III Accountability — Elementary and Secondary Education Act (ESEA)

Accountability and Annual Measurable Achievement Objective (AMAO) Requirements Under the Federal Title III of the ESEA

<http://www.cde.ca.gov/sp/el/t3/>

Federal Title III Requirements

<http://www.ed.gov/about/offices/list/oese/legislation.html>

Reports and Information About Title III Accountability

<http://www.cde.ca.gov/ta/ac/t3/>

Transitional Kindergarten

<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>